M

(19 48) Department.

SERIES.

G.O. No.	Education
Dated	

[Despatch Abstract.]

GOVERNMENT OF MADRAS
****

.O.No.31200-A/46-3

EDUCATION & P.H. SECRETARIAT,
Dated Fort St. George the
15th November 1946

Dear Dr. Savoor,

Working of Laboratories in Government Colleges in shifts.

The Government observe that laboratori Government Colleges are used only for three hours a day whereas in foreign countries, they are used nearly 12 hours a day in shifts. They consider that the buildings and equipment in Government colleges can be used at least twice over, the laboratories being worked in shifts for eight hours a day. I am to request you to investigate the matter in consultation with Principals of Government Colleges with a view to arrange for a "shift system" being introduced from the beginning of the next college year. I am also to request you to send consolidated proposals in the matter, with an estimate of the probable extra cost involved, deductions being made for anticipated fee receipts. Provisional time table for the 'shift system' proposed to be worked should also be obtained from Principals and sent to Government.

2. As the Government desire that the system should be introduced at least from the beginning of next academic year. I am to request you to send your proposals not later than February 1947 and if possible before the 25th December 1946.

3. I am, further to request you to investigate the question of introducing the 'shift system' in schools as well and make a report.

Yours Sincerely,

M. V. Subramanian.

To

Rao Bahadur Dr. S.R.J. Savoor, M.A.,D.Sc.,I.E.S.,
Director of Public Instruction,
M a d r a s.

D.O.No.7359-R2/46.

Director of Public Instrucn.
Madras, 17th April 1947.

My dear Subramanian,

Introduction of shift system in colleges
Your D.O.No.31200-A/46-7, Edn., dated 18th March 1947 and telephonic message dated 10th instant.

I am enclosing herewith a copy of the minutes of the Principals of Colleges in the Madras University area held on the 27th March. I am also enclosing a statement showing the additional numbers sanctioned and the strength of Colleges in the Junior Intermediate class for the year 1946-47. As regards the introduction of shift system it was ~~impossible~~ the unanimous view of all those present that it was impossible to adopt the system. Of late, discipline in Colleges has deteriorated to a large extent and therefore also I am not in favour of introducing the shift system. It may be possible to try it in a College where....

where the ~~shift system~~ number is not very large. For example, the Government Muslim College may be asked to experiment the system but even there due to want of proper accommodation the system cannot be tried. Additional buildings are still under construction. However I shall write to you further about this after hearing from the Principal who is at present absent from town.

Of the suggestions made at the conference the following two may be considered:

(i) to open second grade colleges either Government or private. If an immediate announcement was made both by Government as well as by the University some proposals may be received in time. Government should, for their part, announce their willingness to give grants both recurring as well as non-recurring while the University should announce their readiness to relax their standards, at least temporarily, in regard to ~~accommodation~~ accommodation.

(ii) the suggestion to fix the maximum age-limit for clerical service at 16 and give a year or two years' training ~~which~~ thereafter. There are, of course, other questions which have to be tackled if, in principle, ~~there~~ this is accepted, viz., whether these clerks have to receiv stipends or not, whether separate clerks' training institutions have to be started by Government etc.

I may however suggest that if the number of science batches can be raised to 5 from the present 4, the number of admissions will be increased at least to some extent. It is however unlikely that the University will agree to this.

Yours Sincerely,

Sd/ ** **

To

M. V. Subramanian, Esq., I.C.S.,
Secretary to the Government of Madras,
Education & Public Health Department,
Fort St. George, M a d r a s.

UNIVERSITY OF MADRAS.

A meeting of the Principals of all Colleges in the University was held in the University Buildings, Chepauk, Madras, on Thursday, the 27th March 1947, at 5 P.M. when the following were present:

The Hon'ble Mr. B. Gopala
Diwan Bahadur Dr. Sir A. Lakshmanaswami Mudaliar (Vice-Chance
Dr. S.R.U. Savoor (Director of Public Instruction, Madras)
Sri D.S. Reddi
Mr. Abdul Hameed Khan
Sri V. Ramanathan
Sri V.H. Sadarangini
Dr. M.A. Govinda Rao
Dr. J.J. Rudra, M.B.E.
Sister M. Clarissa
The Rev. T.R. Foulger
Sry. M. Lakshmi Ammal
Miss Mariam Mathew
Khan Bahadur Dr. Muhammad Abdul Haq
The Rev. Jerome D' Souza, S.J.
Sri Rao Bahadur Dr. B.V. Narayanaswami Nayudu
Sri T. Suryanarayana
Mrs. T. Nallamuthu Ramamurti
Miss. Eleanor H. Rivett
Mrs. T.J. Cleetus
Sri P. Narayana Gowd

The Rev. B.D'Souza, S.J.
Sri A. Ramanatha Pillai
Sri P. Sankaran Nambiyar
Sister M. Digna
Dr. M. Karamchand Wade
Sri B.R. Kumar
Sri P. Mahadevan
Sister M. Fidelis, A.C.
The Rev. Joseph, A.B. Coelho, S.J.
Sri J. Vedasiromani
The Rev. T.N. Siqueira, S.J.
Sri K.C.U. Nair
Sri K. Venkataramana Sarma
The Rev. K.T. Philip
Rao Sahib Alexander Jnanamuttu
The Rev. X. Ehrhart, S.J.
Sri A. Rama Ayyar
Mr. Ahmed Ali
Sri P.R. Krishnaswami Ayyangar
Sri M. Chayappa
Sri K.S. Krishna Ayyar MND
Mr. F.F. Thaddaeous

The Vice-Chancellor after welcoming those present, gave a short history of the case. He stated that the object was as far as possible to lay down rules for greater social contact and amenities amongst students, as well as defining the scope of discipline, so as to bring about ~~mutu~~ mutual co-operation between staff of college in order that certain instances which had occurred might not be repeated. The shift system would also be dealt with, as this question had been raised by the former Pro-Chancellor - Mr. T.S. Avinashilingam Chetti r.

It was agreed to record as follows:--

AMENITIES: The object of extra-curricular activities and the increased amenities necessary for them should be:--

1. Better training for students. Hence there should be activities that have / educative value.
2. Profitable employment of leisure.
3. More frequent and friendly intercourse between staff and students.

Any activity likely to secure these objectives is bound to improve the tone of the College and diminish present-day difficulties.

(a) Of these activities Sports and Games are already well established and are receiving wider attention. If Government could help colleges to secure wider play-grounds than some of them have at present, this objective would be better secured. It also recommended greater participation in games by Members of the staff along with the students.

(b) The extension of the U.O.T.C. to all Colleges

(c) The work of College Societies must be encouraged along lines recommended by the Report of the University Reconstruction Committee.

(d) The presentation of educational films and lectures with lantern slides will certainly attract students. The difficulty is the lack of accommodation for

big....

big number in many colleges and the lack of apparatus. In this connection the Government could be addressed to make a suitable grant for the purpose of purchasing apparatus and films for projection. The University would then build up a library of suitable educational and documentary films, which could be sent to the various colleges after selection by a Committee of educationists.

(e) Strongly recommended to organise excursions either to nearby places in the course of one day, or longer expeditions to places of historic interest for select groups under the guidance of staff members. This again will not be possible as long as travel and food conditions remain what they are. The arranging of excursions for science students, particularly as regards the special subjects, is very desirable, and the Government should be addressed to give a grant for this purpose, as members of the staff would be required to accompany the students.

(f) For these extra-curricular activities, it does not seem necessary that we should shorten the vacations as arranged at present. These vacations have been found necessary both from the administrative point of view for college authorities (promotions, admissions, installation of materials, etc.) as well as leisure for valuation work for members of the staff; and for students to have necessary relaxation and time for personal study.

Provision should be made for indoor games during off-periods, particularly as regards Intermediate students. Where this has not been provided already in College, there should be a suitable canteen. The desirability of inviting prominent artists, and dramatists, who may be visiting the locality, by Principals should be borne in mind.

SOCIAL-SERVICE: It was resolved to recommend that as there are various schemes of Social Services run by the staff and students at present in Colleges they should be encouraged and made to form part of the life of the several colleges. For Instance, the City Colleges may adopt a locality or several localities in the City, or again may do work, during the week-ends, in the country, while colleges in the mofussil may establish contact with local villages by establishing social service work. This social service work might be along the following lines:--

1. Minor medical assistance.
2. Organising games of children, and Boy Scout and Girl Guide troops
3. Giving elementary legal and business advice to the villagers and how to deal with official matters
4. Films, Magic lanterns and charts
5. Reading Rooms for young men and adults
6. Health Propaganda
7. Social study conferences had been tried and found useful to small ~~members~~ numbers of enthusiastic students, and further experiments along that line might be useful.

DISCIPLINE: During the course of the discussion on this subject, it was pointed out that the tendency for organising strikes amongst students had shown no diminution, and it was resolved to place on record that this conference of Principals is of opinion that in the best interests of the students themselves such demonstrations should be emphatically discouraged and students who play a leading part by organizing or otherwise assisting actively in such strikes should be dealt with by the Principals of Colleges concerned

and

and towards strengthening the hands of the authorities, the University should be prepared to give every support to the Principals in dealing with situations of this kind; the cancellation of ~~su~~ studentships, fee concessions and similar concessions may be among the methods adopted to enforce proper discipline. It should also be open to the Principals (a) to refuse to issue, during the course of the academic year or at the end of the academic year, a conduct or progre certificate; or (b) to issue a transfer certificate at any time during the academic year, to any student who has been actively responsible for organising strikes or indiscipline amongst students ~~of~~ either in the college or any other college, and the onus would be on the student concerned to find admission into another college. Whenever a strike takes place in any college, the University should have a report sent out by the Principal and request the Principal to take such action as it may consider necessary in the circumstances.

SHIFT SYSTEM: The feasibility of adopting the shift system was very carefully considered, and it was the unanimous view of all those present, that it was impossible to adopt the system but its adoption would lead to very deleterious defects in matters educational. At the present moment - and there does not appear to be any likelihood of the situation improving for some time - most colleges are working at the maximum strength with the staff just sufficient, or in some cases inadequate for the purpose. It will be difficult for colleges to take up subjects involving laboratory work and to arrange for adequate ~~part~~ practicals under a shift system, especially when it is borne in mind that an added strain will be put on colleges by the introduction of a practical examination for the Intermediate. If a shift system were to be introduced, difficulties of finding suitable transport and catering facilities would be encountered. Increased hostel accommodation would be necessary and in the large majority of colleges it would be an impossibility to increase the number admitted to hostels either by admitting more or building additional hostels to accommodate the extra numbers under the shift system. The great paucity of qualified teachers available in the educational market makes it certain that properly qualified teachers will not be forthcoming to make the shift system workable in colleges. The discipline and welfare of student will also suffer, while physical exercises and sporting activities will be seriously curtailed. On all these grounds, therefore, it is agreed that the shift system is unworkable and impracticable.

In view, however, of the pressure for admission at the beginning of the academic year, the ~~en~~ Conference proceeded to discuss what emergency measures may be adopted to meet the situation. The following suggestions were accepted:--

1. It was not possible materially to increase the number of students to be admitted in existing institutions.

2. The suggestion to open temporarily intermediate colleges dealing solely with the Humanities was agreed to. These colleges may be opened in temporary buildings and may work for a couple of years till permanent buildings could be made available.

3. The possibility of utilising some of the Military camps now vacated for accommodating students in in the Intermediate classes may be explored.

4. With a view to relieve the pressure on University classes, it was suggested that the Government should prescribe a lower entering age, 16 to 17 for admission to certain of the posts in Govt. service. Such candidates may be given a year or two of special training to fit them for the particular Government posts.

In this connection attention was invited to the memorandum submitted by the University giving detailed suggestions on this point.

5. It was also recommended that technical education should be made available to a larger number and that existing Technological Institutes, such as Chengalvaroyan Technicological institute, etc. should be inspected with a view to increase in the numbers that could be admitted.

It was brought to the notice of the Minister that the University had laid down with regard to all Colleges run by Trusts or private managements that for a first grade College to be opened, the management should provide for five lakhs for building purposes and five lakhs as endowment to help in running the College. The latter provision made will materially help Government to lower the recurring charges that have to be paid to the Colleges through the Grant-in-aid system. Under the circumstances, it was felt that if the Government would give immediately half the building grant, i.e., two and a half lakhs, to managements, it would not only help to bring into existence a larger number of colleges and help to meet the situation arising out of the increased numbers seeking admission, but also help Government towards the maintenance either of Government Colleges or of private colleges through the Grant-in-aid system.

A. Lakshmanaswamy Mudaliar,
VICE CHANCELLOR.

University Buildings,
Chepauk, Madras,
2nd April 1947.

W. McLean,
REGISTRAR.

p.t.o.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
11. Govt. College, Coimbatore	42	..	42	..	192	192	90	90	282	190	173	89	77	267
12. Maharaja's College, Ernakulam	100	..	60	..	280	280	140	80	360	280	280	140	80	360
13. St. Teresa's College, Ernakulam	..	50	..	50	..	..	..	150	150	..	..	..	129	129
14. Nizam College, Hyderabad	12	..	12	..	108	108	..	..	..	108	108		87	195
15. Government College, Kumbakonam	48	7	48	7	192	192	48	65	257	190	190	48	62	252
16. Theosophical College, Madanapalle	36	..	36	..	144	144	..	80	224	124	124	~~10~~	10	134
17. American College, Madura	40	40	40	20	240	240	150	140	380	237	237	142	199	376
18. Madura College, Madura	60	90	60	..	240	240	120	120	360	237	237	106	106	343
19. St. Agnes College, Mangalore	..	..	..	..	72	72	48	68	140	72	72	39	56	128
20. Sarah Tucker College, Palamcottah	..	..	..	..	15	15	12	..	..	10	10	9	21	31
21. Alloysius College, ~~Palamcottah~~ Mangalore	~~20~~	~~21~~	~~20~~	~~21~~	~~116~~	~~116~~	~~36~~	~~100~~	~~216~~	~~96~~	~~96~~	~~35~~	~~87~~	~~183~~
22. St. John's College, Palamcottah														
23. St. Xavier's College, Palamcottah														
24. Govt. Victoria College, Palghat														
25. Raja's College, Pudukottai														
26. Salem College, Salem														
27. Madras Chtistian College, Tambaram	..	..	..	..	173	160	80	..	..	170	159	82	70	240
28. Sacred Heart College, Theavara														
29. M.D.T. Hindu College, Tinnevelly														

p.t.o.

STATEMENT SHOWING THE ADDITIONAL NUMBERS ASKED FOR AND SANCTIONED AND THE STRENGTH OF COLLEGES IN THE INTERMEDIATE CLASS, 1946-47.

NAME OF THE COLLEGE.	Additional Numbers for which permission was sought		Number sanctioned by the Syndicate in JUNE --- JULY.		Maximum strength that could be in the College including the additions sanctioned.					Strength of the class in July-August as reported by the Principal.				
	Science	Humanities	Science	Humanities.	Phys.	Chem.	Nat. Sc.	Other subjects	Total	Phys.	Che.	N.Sc.	Other Sub-jects	total
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
1. College for Muslim Women, Madras	..	..	..	..	54	54	42	24	78	53	53	43	23	76 New institution.
2. Government Muhammadan College, Madras	40	..	40	..	160	160	96	..	..	160	160	93	58	218
3. Loyola College, Madras	42		42	..	270	270	..	..	..	270	270	..	180	450
4. Pachaiyappa's College, Madras	..		..	96	336	288	144	..	98	336	288	144	160	496
5. Presidency College, Madras	60		60	..	300	300	123	..	00	300	300	124	94	394
6. Queen Mary's College, Madras	12		12	..	132	132	72	..	.	123	123	72	49	172
7. Vivekananda College, Madras	48	..	36	..	180	180	72	70	50	180	180	72	70	250 New Institution.
8. Women's Christian College, Madras	..	25	..	25	90	90	..	..	..	90	90	41	35	76
9. Ceded Districts College, Anantapur	48	..	48	..	192	192	90	..	..	192	192	90	43	235
10. St. Joseph's College, Bangalore	..	..	..	..	160	160	..	..	..	160	160	..	49	[illegible]

p.t.o.

	Science	Humanities	Total
Number of additional seats sanctioned	951	296	1247
Number of seats (additional) available in New Colleges started in June-July 1946	358	214	572
Total ..	1309	510	1819

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
30. Sri Venkateswara College, Tirupathi	48	..	56	..	128	128	72	72	200	113	113	62	18	131
31. Holy Cross College, Tiruchirapally					120	120	90	80	200	97	98	62	79	177
32. National College, Tiruchirapa														
33. St. Joseph's College, -do-														
34. Carmel College, Trichur														
35. St. Mary's College, -do-														
36. St. Thomas College, -do-														
37. Islamia College, Vaniyambadi														
38. Veerasaiva College, Bellary	18	..	18	..	72	72	.	46	118	60	60	..	27	87
39. Malabar X'ian College, Calicut														
40. Zomorin's College, -do-														
41. St. Albert's College, Ernakulam														
42. Govt. College, Mangalore														
43. Govt. Bremmen College, Tellicherry														
44. Verhoos College, Vellore														

EDUCATION DEPARTMENT

From

Dr. S.R.[illegible], M.A., D.S.C., I.E.S.,
Director of Public Instruction
M a d r a s

To

The Secretary to Government,
Education and Public Health Department

Roc.No.7359-K2/46, dated 19th May 1947.

Sir,

Shift System in Colleges.
Govt. Memorandum No.31200-A/46-8 Edn., d/13-5-47.

I have the honour to enclose herewith a copy of letter dated 13-4-1947 together with enclosures, from the Principal, Government Muslim College, Madras. From the reports of the heads of departments in science, it will be observed that the shift system cannot be worked in the College. The Madras and Andhra Universities are being addressed in regard to the admission of a fifth batch of students and a further report will be sent on receipt of the replies.

Sd/ ** **
for Director of Public Instruction.

Copy of letter dated 13-4-47 from the Principal, Government Muslim College, Madras.

With reference to your request for submission of reports on the possibility of working this college in two shifts, I have the honour to submit herewith the following papers:--

(1) statement of applications received and number admitted - class and group-war for the year 1946-47.
(2) Joint report of the Heads of Science departments in Physics, Chemistry and Natural science on the difficulties of working the college in two shifts.
(3) Statement showing the hours of work-theory and practical of the present science sections.

The present reports submitted herewith deal only with the problems of time and space arising from the shift system. The moral and psychological implications and the problem of discipline, supervision, etc. have not been dealt with. The physical and temporal difficulties appear so insuperable as to make an examination of the other aspects for the time being unnecessary.

Statement of applications received and number admitted Class and group-war for the year 1946-47.

Class and Group	Number of students applied.			Number of students admitted.			Remarks (not selected.)
	Muslim	Non-Muslim	Total	Muslim	Non-Muslim.	Total	
III Hons.	11	-	11	8	-	8	3
III B.A. IV b.	15	13	28	14	10	24	
IV d.	3	-	3	3	-	3	4
V	1	-	1	1	-	1	
III Bsc.I (Math.)	5	5	10	5	5	10	
II (Phy.)	3	14	17	3	12	15	
III (Che.)	6	32	38	6	6	12	29
IV (Che.) with Botany	2	6	8	2	5	7	
		31	93	48	18	6	
I U.C. Gr. I	62	~~62~~	~~31~~	~~25~~	~~48~~	~~18~~	7
II	74	30	104	74	19	93	1
III	13	10	23	13	7	20	3
V	13		13	25		25*	
D.	16		16	16		16	
Total	224	141	365	218	82	300	

*12 more applicants transferred to this group from other groups after admission.

JOINT REPORT OF THE HEADS OF SCIENCE DEPARTMENTS IN PHYSICS, CHEMISTRY AND NATURAL SCIENCE ON THE DIFFICULTIES OF WORKING THE COLLEGE IN SHIFTS.

B.Sc. courses were started in this College in Junr 1946 without any additional building for accommodation. Hence the Intermediate laboratories were shifted to High School building to make sufficient space for the B.Sc. laboratories in the e existing college building. The intermediate laboratories for the present in the High School building are neither spacious enough for a batch of 40 students to work at a time nor fully equipped for that number. To this day there is no gas supply to the Intermediate laboratories and hence the students work under many ~~hardsh~~ handicaps. As the Intermediate students have University Practical Examination in science subjects from March 1948 every step is being taken to equip ~~#~~ the laboratories satisfactorily so that the practical work of the students might not suffer on that score. It is hoped that the difficulties might be minimised during the next academic year.

B.Sc. laboratories, as they were not planned for the purpose but only somehow accommodated in the available space are very congested and has only the minimum space for the students to work. For want of space the laboratories are also used as store-rooms and the laboratory work has to be carried on under such conditions till the new laboratories come into existence.

As all the apparatus, applicances and chemicals required for B.Sc. courses could not be purchased, mostly due to non-availability the B.Sc., and Intermediate laboratories have only the minimum equipment for the courses. Most of the apparatus and chemicals required for the Senior B.Sc., students are expected during the next academic year.

p.t.o.

Since the laboratories are not spacious the B.Sc., students do the practical work in two batches of 20 each and the Intermediate in four batches of 40 each, even for the normal working of the Intermediate and B.Sc. c classes (one session only) work has to be arranged outside the college hours, on some working days from 9 a.M. and on some days upto 5 p.m. and on holidays (i.e.) on Fridays, to complete the practical work. If two shifts have to be worked there is no time left arranging the practical work outside the college hours for completing ~~work~~ the practical work of all batches.

There are no separate laboratories for the Intermediate and B.Sc., classes in Natural science Department. Hence the same laboratory is used for both the B.Sc. and Intermediate Classes. As it is not possible to arrange the practical work for all classes (Intermediate Junior and Senior, B.Sc., Junior and Senior) during the college hours the practical work for certain batches is arranged outside the College hours. This makes the working of the second shift impossible The University have suggested separate laboratories for B.Sc and Intermediate classes and this arrangement is possible with the completion of additional buildings.

At the time of starting of the B.Sc. courses the University suggested separate laboratories for B.Sc Main and subsidiary chemistry students. Such laboratories are absolutely necessary for satisfactory working of the B.Sc., students. For the present there is only one combined laboratory for both the Main and subsidiary chemistry students. With one batch of Main students and 2 batches of subsidiary students even if the laboratory is used during all the hours of the working days (20 hours only with 5 intervening hours for arrangement of experiments) - of course such a thing is not possible - the entire work of the B.Sc. classes in Chemistry being (6 plus 4 hours for Junior students and 10 plus 8 hours for senior students) cannot be arranged ~~as~~ except using many hours outside the college hours. This clearly shows the impossibility of the working of the second shift till separate laboratories become available for B.Sc. Main and subsidiary chemistry students and each laboratory is spacious enough to accommodate all the B.Sc. students in one batch.

The practical work in Science subjects can be started at any fixed time but we cannot say when it will be completed by individual students. Hence it is always arranged during the last two hours of the day. It is the experience of the people in charge of laboratories that the work continues even long at the completion of the duration of two hours and hence there is no time limit for the practical work. Many of the students even with instructions and guidance go wrong in the practical work and hence require extra hours for repeating those experiments. Such students will be about 20 per cent. Keeping in view that the practical work in science subjects is very important for the grasp of the subject and that there is the University in practical work, extra hours ought to be made available for the students to repeat such experiments.

As for the B.Sc. students the regular experiments allotted to them and arranged for their work are only the standard ones. These experiments are done by them during during the regular practical work hours. Such of the students who fail to do them successfully are given extra hours for satisfactorily completing the work. In addition to this it is required of the students todo some additional experiments so as to understand that theory better and be prepared for the difficult questions given in the examinations. Hence it is necessary that the

~~Laboratories~~
necessary that the laboratories are kept open outside the college hours to give scope for this extra work. This is usually done and some member of the staff is kept in charge of this extra work.

As the practical work is done for each Intermediate class in four batches, if any day happens to be a holiday the particular batch to work on that day will lose the practical work for that week and hence will fall behind the other three batches. This is usually made up by arranging the work for that batch outside the college hours. If the laboratories are in use the whole day for the two shifts there is no time for making up this loss without which the batch will always be lagging behind, causing much inconvenience to the arrangement of apparatus as that batch will not be doing any week afterwards the same experiments as the other three batches which are in advance.

There is also some difficulty in using any laboratory continously the whole day. In between the working of two batches in the laboratory there must be sufficient time for removing the apparatus used for experiments, cleaning and setting up fresh experiments. This takes away a lot of time - roughly about an hour.

To sum up the following are difficulties in arranging two shifts in the science departments:--

1) lack of sufficient accommodation since the new buildings are not yet ready which necessitate the splitting up the class into a number of batches.
2) Even for the regular work of one session as at present, some extra hours outside the college hours are necessary.

3) Extra hours are necessary for the students to repeat the experiments not successfully performed by them during the regular classes.

4) In addition to the regular practical work the B.Sc. students have to be given some facilities for doing additional work for which extra hours outside the college hours are necessary.

5) Sufficient time is necessary between two practicals for cleaning up the apparatus and getting ready the laboratory for the next practical

6) The students generally are not able to finish the practical work in the two hours' time given to them and so they have to stay longer to complete their work. If this is not done they have to repeat the experiment from the beginning.

7) If owing to a working day being a holiday, a particular batch misses an experiment and w any week, and if it is not made up by work outside college hours, it will always lag behind and the work will suffer.

5) As the University syllabus has been considerably increased from July 1947 in the Science courses, extra hours have to be provided for the lectures and practical work concerning the new portions.

These are some of the special difficulties making the shift system not workable. In addition to the general difficulties of the management of laboratories with different sets of staff, attendence and sweepers for the two sessions, to look after the practical work.

Statement showing the hours of work.- Theory and Practical of the present science sections.

INTERMEDIATE:

	Practical		Lectures	
Physics				
Jr.	4 batches of 2 hrs. each	8 hrs. 16	3 batchs of 3 hrs. each	9
Sr.	4 -do-	8 "	3 do.	do. 9
Chemistry				
Jr.	4 batches of 2 hours each	8 hrs. 16	3 batches of 3 hrs. each	9
Sr.	-do- -do-	8 "	3 do.	do. 9
Natural Science				
Jr.	4 batches of 2 hrs.	8 16	2 hrs. each	5
Sr.	do.	8	3 "	

B.Sc. Pass course

Physics				
Jr. (Main)	1 batch - 4 hrs.	8	6 hours	8 hrs.
Jr.(Sub.)	2 batches-4 " at 2 hrs. each		2 "	
Sr. (Main)	1 batch 8 hrs.		7 hrs.	9 "
" (Sub.)	2 batches 8 " at 4 hrs. each	16	2 "	
Chemistr				
Jr. (Ma	batch 6 hrs.		5 hrs.	7
" (Sub)	2 " 2 "	30	2 hrs.	
Seniors(Main)	1 batch 4		6 "	
" Sub.)	2 batch12			
Natural Science				
Jr. (Sub.)	1 batch 4 hours		2 Hrs.	
Sr. (Sub.)	1 batch 4 "	8	3 "	5 hors.

Abstract.

1)	Intermediate physics laboratory work	16 hours
2)	B.Sc. Physics Laboratory work	24 hours
3)	Intermediate Chemistry Laboraty work	16 hours
4)	B.Sc. Chemistry laboratory work	30 hours
5)	Intermediate and B.Sc. combined Natural science Laboratory work	24 hours.

p.t.o.

SHIFT SYSTEM FOR COLLEGES.

In the case of elementary schools the children coming to school will not have to walk more than a mile. In the case of secondary schools, there may be children who come from a distance of about 3 miles and will therefore take about one hour to come to the school. In the case of college on the other hand, the maximum distance from which students come to the college will be usually bigger. However, colleges being mostly in urban areas, it should be possible for the students not to take more than one hour to come to college, certainly in Madras this should be possible.

The time-tables of the two shifts can be put in as follows:-

	A.	B.
	7-30 to 8-30	12-30 to 1-30
	8-30 to 9-30	1-30 to 2-30
Interval	9-30 to 10-0	2-30 to 3
	10 to 11	3 to 4
	11 to 12	4 to 5

The intermediate classes will work on Mondays, Wednesdays Fridays in the morning and in the afternoons of Tuesday, Thursday and Saturday. The degree and diploma classes, if any, will work on the mornings of Tuesday, Thursday and Saturday and the after-noons of Monday, Wednesday and Friday. If the classes are arranged to work in this way, there will not be more than about 850 students working in the college at a time. For effective discipline this number is very much better than the hugh numbers that we are having in colleges at present. If this arrangement is made in the Presidency College and also in the Muslim College for men, it will be possible to make a greater provision in the Presidency College, Madras, for B.Sc. honours and B.Sc. pass students and also for an Analytical Chemist Training Class (Diploma) and also for a larger number of research students.

The scheme requires the sanction of the University of Madras and involves, apart from the additional staff and equipment that may have to be provided for, the following special sanction of the University. At present in Government colleges even the Intermediate students are given cup-boards in which glass-ware and other apparatus needed in the chemical laboratory are assigned to a certain number of students who work at the place near the cup-board according to their turn. In many mofussil aided colleges although cup-boards are shown for each student very often the glass-ware or the ordinary chemical apparatus is put on the work-bench by the attender about 10 minutes before a student comes to work at his place. One attender can easily look after the needs of 8 or even 12 students and give them all the apparatus that is necessary within 10 minutes, so that if there is a sufficiently large number of attenders, e.g. 1 for every 8 seats in the Intermediate laboratory it will be quite possible to arrange the work of the Intermediate students by giving the apparatus as and when it is needed. During the 4 years that the Chemistry honours students of the Andhra University were working at the Presidency College Chemical laboratory no independent cup-boards with independent apparatus for each student was allowed to them on the work-bench. They were actually working in the Intermediate laboratory and had the necessary apparatus stored in the adjoining balance room in separate cup-boards. The apparatus necessary for

the....

the practical work of the students was placed on the work-bench about 15 minutes before the hour assigned for practical work. The students worked from 7 a.m. till 10 a.m. or sometime till ~~1-30~~ 10-30 a.m. If there was no practical class for the Intermediate students of the Presidency College. Dr. T.R. Seshadri, Professor of Chemistry of the Andhra University, told me that the system worked quite satisfactorily. If such an arrangement can work satisfactorily for honours students of the Andhra University, I have no hesitation in saying that it should be possible to work similarly for the Intermediate students of the Presidency College. The proposal in short is that all the cup-boards in the Intermediate laboratory should be assigned to the Degree and Diploma classes and, the apparatus necessary for Intermediate students placed on the work-bench before the practical class begins. As I have said above, this will involve the appointment of a large number of laboratory attendants and perhaps it will also require extra staff in the Store room and if a larger number of students is admitted to the Degree and Diploma classes, we shall need also extra staff for making gas and distilled water in addition to the extra teaching staff that will be necessary. I feel that the present strength of the Intermediate classes of the Presidency College is already too big and that the Intermediate classes should, at the earliest possible moment, be located somewhere else. The fact that it may not be possible to transfer them to the Muslim College for men next year because of the improbability of the new buildings being ready by the end of June 1948 should not however make it impossible for us to make effective use of the facilities in the Presidency College for larger numbers of honours students, research students and a class for the training of analytical chemists who will be men who have already taken the B.Sc. main Chemistry degree.

As I have mentioned above, the most important condition for making it possible to use the resources of the Presidency College for more advanced work even from the next academic year is that the University should be pleased to allow, what I believe is a very minor detail of internal administration of the Presidency College, viz., to give facilities to the Intermediate students not exactly in the way that is demanded by the University but equally effective. It is well-known that the standard of practical work of the Intermediate students in the Presidency College has always been much higher than that in any other college affiliated to the University and even though practical examinations in science subjects will be held as from the examinations of 1948, I feel sure that the standard that is obtained by the Intermediate students of the Presidency College will continue to remain much higher than that of most other colleges, even though the method that the Presidency College has all along followed, namely, giving each student a separate set of apparatus in a locker has to be given up till other arrangements can be made to shift the Intermediate classes elsewhere.

Copy of D.O.No.272-B2/47-10 Edn., dated 6-11-47.

Dear Dr. Savoor,

Shift system in Educational Institutions-Introduction.

I am to say that the Hon. Minister for Education has perused the note you sent him on the subject noted above and that he considers that the shift system should be introduced from the next year itself, if possible. I am to enclose the minute of the Hon'ble Minister for Education, d/29-10-47 on the subject and to request you to submit detailed proposals as desired by the Hon. Minister, separately for elementary schools, secondary schools and colleges. p.t.o.

Rc.No.7359-K2/46

Office of the Director of Public Instruction, Madras
Dated 15th October 1948.

From

The Director of Public Instruction,
Madras

To

The Secretary to Government,
Education & Public Health Department,
Fort St. George, Madras.

Sir,

Colleges - Introduction of shift system - Proposals.
Government Memo. No.31200-16/46, Edn., d/22-9-48.

With reference to the above Government Memorandum I regret that I can not make any proposals for the introduction of the shift system in any of the Government Colleges affiliated either to the Madras or Andhra University in view of the adverse decisions of the Universities.

Yours faithfully,

Sd/ ** **

for Director of Public Instruction.

p.t.o.

Education & P.H. Deptt.

The Director states that he cannot make any proposals for the introduction of shift system in the Government Colleges in view of the ~~system~~ adverse decisions of the Universities. In the circumstances, it seems that nothing further can be done in the matter. The file may be circulated to H.M. (Edn.)

M.V.S.
24-10-48.

T.S.A.
26-10-48.

The papers may now be recorded.

** **
30-10-1948.

G.O.Ms.No.2732 Education, dated 2nd November 1948.

COLLEGES - Shift system - Introduction of - Papers - Recorded.

(True copy)

Office Assistant,
Madras Record Office.

aj/25.1

p.t.o.

Office of the Director of
Public Instruction, Cathedral P.O., Madras,
Dated 24th January 1947.

From

Sri D.S. Reddi, M.A.(Oxon), M.R.E.,
Dy. Director of Public Instruction and
Secretary, Provincial Advisory Board of
Education, Cathedral P.O., Madras

To

The Members of the Provincial Advisory
Board of Education.

Sir/Madam,

I enclose herewith a copy of the minutes of the meeting of the Board held on 16th January 1947 for your information.

Sd/ D.S. Reddi,
SECRETARY.

PROCEEDINGS OF THE FIRST MEETING OF THE PROVINCIAL ADVISORY BOARD OF EDUCATION.

The First meeting of the recently constituted Provincial Advisory Boa d of Education was held in the Council Hall, Secretariat buildings, Fort St. George, Madras at 2-30 P.M. on Saturday the 16th January 1947. The following members were present:

1. The Hon. Minister for Education - Chairman
2. The Director of Public Instruction, Madras
3. The Vice-Chancellor, University of Madras
4. The Vice Chancellor, Annamalai University
5. Rao Bahadur Sri V.R. Ranganatha Mudaliar, Divisional Engine Inspector of Schools, Coimbatore
6. Rev. A.J. Boyd, Principal, Christian College, Tambaram
7. Dr. J.J. Rudra, Principal, Govt. Engineering College, Guindy
8. Miss. Mathew, Principal, St. Christopher's Women's Training College, Madras.
9. Dr. Kutumbiah, Principal, Stanley Medical College, Madras
10. Mr. Basheer Ahmed Sayeed, Madras
11. Sri R. Suryanarayana Rao, M.L.C., Madras
12. Prof. S.K. Yegnanarayana Iyer, Madras
13. Sri M. Satyanarayana, Madras
14. Sri Varadarajan, Madras
15. Mr. Sargunam, Headmaster, Union High School, Coimbatore
16. Prof. B. Sanjiva Rao, Madras
17. Mrs. A.V. Kuttimalu Ammal, M.L.A. Chittur
18. Mrs. A. Ramasubramaniam, Madura
19. Sri T.P. Meenakshisundaram Pillai, Madras
20. Sri R. Rami Iyer, Trichinopoly (Principal, National College)
21. Sri D.S. Reddi, Deputy Director of Public Instruction, Secretary.

The Hon. the Prime Minister welcomed the members and wished the deliberations all success. A report of his speech is as follows:

"The Board has a great task to perform. The future of education of the Province is in your hands. We want our children to grow manly and strong. They must have tolerance and love for all communities. They must be brought up from the beginning without prejudice of a communal or denominational character. In that way only lies the future of a United India and united people. And I trust you will bear in mind all these ideals when making plans for education in the future.

p.t.o.

It was a common saying that our education was bookish and it must be brought into touch with real life. To achieve this would be one of the prime tasks of the educationists. There was, again, the problem of expansion of education. Various were the difficulties in the way, finance, personnel, etc. and these - would have to be faced. He had no doubt that the Board of Education consisting as it did, of veteran educationists, would consider the subjects brought up before them and give valuable advice to the Government. He wished the deliberations of the board all success.

The Hon'ble the Education Minister who presided delivered the following speech --

Let me thank you all for attending the first meeting of th Advisory Board of Education. You are all eminent educationists who have spent the best portion of your life in education. I am obliged to the great scientist, Sir C.V. Raman and others here for kindly accepting to be the members of this Committee.

The problem before us is immense. What we want to-day is nothing more or less than a complete re-orientation of education from the bottom to the top. Various ~~ideals~~ ideas and ideals have inspired our foreign rulers in the shaping of our educational system. But what we want to-day is a type of education which will make men manly and strong. It must give every boy and girl a self confidence born out of knowledge and strength. It must make our children fit for our daily lives and avocations and while making them proud of this great country, must inspire them with the ideals which can make their lives a life of service and devotion to this great and glorious country. You know that the Government have taken up in right earnest the matter of re-organisation of education in the elementary and secondary grades. The answers to the questionnaire issued by the Government have been received and they are under consideration before you to-day. It has been a good augery that thousands of men and women have taken the interest and pains to go through the Questionnaire and suggest the replies. They have given their advice and many of them are earnest educationists whose replies deserve the earnest consideration of those who are at the helm of affairs.

It is one of the matters that we have to consider to-day. There are other urgent problems that we have to face in the course of next year. The matter of College education also requires our serious consideration. It has been found that many people who are otherwise not suited for college education and would not have chosen to go for it, have sought admission in the colleges becaus of want of alternative course of studies. This matter has become more urgent to-day than before. Many Committees have considered this problem and as a solution, have recommended what has been called bifurcation of courses in the high school stages. This has been talked about for very long and now I think, the time has come for us to act. Proposals in this regard have been laid before you and we would like to have your considered opinion on this subject.

Another important matter has to be faced by us in the educational field. It is a good sign of the times that children in larger numbers have sought admission in the schools. There has been an extraordinary rush for admission in high schools and college classes. In the beginning of this school year, just as the Congress came into office, we were faced with this big - problem and that was temporarily solved by the relaxation of ~~admis~~ certain rules with regard to space in high schools and by the admission of a fourth batch of students in science subjects in colleges. I am grateful to the school and college authorities for co-operating with the Government in finding space for these boys and girls. We have to face the same problem again this year. We expect that with the efficient introduction of the bifurcation of courses, a large number of boys and girls who are now being attracted to the college course, will choose professional avocations and thus, the rush in colleges may stop when that scheme comes to fruition but till then, we have the task of providing more seats in colleges.

p.t.o.

You are all practical men and women who are in touch with the affairs and you know how difficult it is to take up large building works just now. I understand to build another college like the Presidency College would to-day cost two crores or more. From that we can imagine what will be the terrible amount if we are to start building colleges to provide for the increasing demand for admissions. Even if we can provide the money, it is somewhat doubtful whether we can get things done in the immediate future and so, it is up to us to put our minds together and find out how we can manage things even though on a ~~permanent~~ temporary basis so that we may take time to plan on a permanent basis. And it is with this background I would request you to consider some of the other items in the agenda before us.

You know there has been considerable agitation among the teachers of aided schools and colleges for a revision of the form of agreement between them and the managements. Cases have come to the notice of the Government/which good teachers with long periods of service have been dispensed with on a mere more three months' notice. I agree that managements must be protected from bad teachers but you will agree with me that for good -- teachers a reasonable amount of security of service is absolutely necessary to keep them in contentment and confidence. In reply to the last questionnaire, various suggestions have been received. A draft / agreement trying to meet the points of view of both the management and the teachers has been placed before you for your consideration and advice.

These and other important matters are before us to-day for consideration. Every one of you has a long record of experience and service behind you and the Government are looking for ward very earnestly to your advise and suggestions in this matter and I have no doubt that this Advisory Board of Education inaugurated to-day by the Prime Minister would prove a great and useful institution in throwing light on all important problems of education which may be brought before it. Before I sit down, I would like to express thanks on my and your behalf to the Prime Minister for having kindly consented to inaugurate the first meeting of this Committee."

The members present were introduced to one another.

Mr. Basheer Ahmed Sayeed raised a preliminary point that the Board was not properly representative from the Muslim point of view. He therefore proposed that the names of the following be added:

1. Mr. Mohammad Ismail Sahib, Leader of the Muslim League Party in the Madras Assembly
2. Mr. B. Pokker Sahib, M.L.A., Calicut
3. Mr. Mahboob Ali Baig Sahib, M.L.A., West Godavari
4. Begum Mir Amiruddin.

He considered that 2 Muslim representatives on a board of 29 was not only inadequate but also ineffective.

The Hon'ble the Minister pointed out that the Board having been constituted by Government, it had no power to alter the constitution, but it was open to Mr. Basheer Ahmed to make a separate representation to Government on the matter. He also added that the Board had not been constituted from a communal point of view, but from the point of view of the educational contribution expected from the members.

Item I of the Agenda:

The consideration of the replies received for the Questionnaire issued by the Government on the Re-organization of Education in the Province.

The Hon'ble the Minister gave certain figures regarding the number of persons and associations from whom replies to the Questionnaire issued by the Government on the Re-organization of Education in the Province had been received.

Dr. Sir A.L. Mudaliar, Vice Chancellor, MadrasUniversity said that it would be better if a small Committee went into the whole question and placed its recommendations before the Board. I therefore moved that discussion on the question be postponed pending the report of A Committee appointed by the House for the purpose.

Mr. R. Suryanarayana Rao, M.L.C., endorsed Sir A.L. Mudaliar's suggestion but that different committees might be appointed for Elementary, Secondary and Collegiate education.

Mr. M. Ruthnaswami, Vice-Chancellor, Annamalai University was of the opinion that a single committee would be more contpetent to deal with the whole question. Education was a connected whole and it was not advisale to split it into part

Mr. Basheer Ahmed Sayeed was in favour of a single committee representative of all grades.

The Board constituted a sub-committee consisting of the following:--

Sir A.L. Mudaliar (Chairman)
Rev. A.J. Boyd.
Dr. J.J. Rudra
Miss. Mathews
Mr. Basheer Ahmed Sayeed
Mr. T.P. Meenakshisundaram Pillai
Mr. M. Satyanarayana
Mr. Sargunam
Rao Bahadur V.R. Ranganatha

to scrutinise the replies received to the Government's Questionnaire on education and make suitable recommendations in the course of a month.

Item IV of the Agenda --

Revision of agreements between managements and teachers in aided secondary schools to provide greater security of tenure.

Item I(ai)	-	Approved.
(ii)	-	do.
(iii)	-	Add "Subject to such rules as may be prescribed in the Madras Educational Rules" at the end.
(iv)	-	Approved
(vi)	-	For the word "Approved" in line 1, substituted the word "Satisfactory".
Item III (vii	-	Approved
Item @ IV (ix)(a)	-	In line 3, delete the words "Physical or"
(b)	-	In line 3, Add the words "Physical unfitness" after the word "Retrenchment".

Item IV (x) - Approved

(xi) - Approved

(xii) - Approved.

Item V (xiii) - Approved

(xiv) - Approved

Item VI (xv) - Approved In line 6 for the words "dismissal from service" substitute the words "Termination of service".

~~Item VII (xvi)~~

Item VII (xvi) In line 1 of sub-para 3 delete the word "permanent"

Item V of the Agenda -

Scheme for the bifurcation of studies in Secondary schools.

At the request of the Minister for Education Rao Sahib C.D.S. Chetti (D.D.F.) gave a brief outline of the scheme. He said that this topic was before Government from 1935-36. Last year, Sub-Committees were appointed for drafting syllabuses and necessary courses had been framed. It was proposed to introduce the scheme in as many schools as possible.

The idea was that part of the University course of a study and part of bifurcated course of study namely, Regional language, English and Elementary Mathematics would be common. Recently the subject was submitted to the Board of Secondary Education and it a pointed a Committee consisting of some members of that Board as well as the Chairman of the several subjects Committee which it a had appointed. That Committee had formulated certain proposals which had been submitted to the Board of Secondary Education who had sub authorised the Director to inform Government that it was agreeable to a scheme more or less on the following lines:

Firstly, only two subjects would be common between University courses of Study and the bifurcated course of study, namely, Regional languages and English. Elementary Mathematics will be studied by all taking the Secretarial group. It might form part of some of the other courses and might not of others, e.g. Music and Dancing.

Secondly, the syllabus so drafted be revised with a view to see that the work is done in a slightly extended scale that what was being done now, e.g. Engineering Course.

Thirdly, in regard to subjects like Mechanical Engineering, Electrical Engineering and Automobile Engineering the Committee was in favour of two courses.- Mechanical Engineering Main and Electrical Engineering Subsidiary and another Electrical Engineering Main - Mechanical Engineering subsidiary Similarly for Music and Dancing.

The Board of Secondary Education was also agreeable to bring the scheme into effect from the next academic year.

The Hon'ble the Minister wanted to stress two points. Firstly if pupils who had taken the vocational course wanted later on to take University course, they should have the opportunity of doing so. Secondly, these bifurcated courses must be such as would enable the pupils to make a living. The question of time that was necessary to fit them for that purpose should be allowed.

p.t.o.

Mr. C.D.S. Chetti pointed out that the Music and Dancing Committee was of the view that it would not be possible for pupils to earn a living after a two year course. A further period of 2 years would be necessary for this purpose

Dr. Rudra was of the view that even after a two years' course in Mechanical or Electrical Engineering a pupil would be able to work only as an apprentice.

Dr. Rudra was of the view that even after

Dr. Sir A.L. Mudaliar said that even in 1939 it was considered that as the choice had to be made at too early an age and so it was decided that any body who had gone through those technical courses must be in a position after putting in an additional one year to apply for a University Entrance Test. Secondly, every course should not be limited by the same number of years. A reasonable preliminary training should be aimed at so that a pupil after furnishing the course would prove to be a good technician. Further there should be opportunities for brighter boys to go to higher training - whether higher technological or other courses.

He suggested that a committee should visit the recently instituted vocational training institute in Bangalore where there were 21 or 22 very useful courses with over 1000 boys. Another point was that technical schools should be in the same category as the other types of schools. In no case should a centre be deprived of an academic course on the ground that a technical course had been introduced there. Subjects like History or Geography should also be taught in addition to English and Regional language.

r. Rudra said that the bifurcated courses were mainly intended for the boys who were not able to take to University education, and a pupil taking Engineering should be able to qualify for the highest Engineering degree.

Mr. Sargunam was of the view that it would be better if Government started the courses in a few centres as an experimental measure instead of leaving it to the mang managements.

Mr. Yegnanarayana Iyer said that firstly it had not been decided as to who would advise the young boys regarding the courses to be selected. Secondly, it would be difficult for each school to make provision for both cultural and the technical side. It would be better for all the schools in a particular locality to come to someee= sort of understanding so as to avoid overlapping and duplication. Thirdly, instead of starting the technical courses in the existing schools it would be better to make use of the existing technical schools so that the boys could attend in the forenoon a technical school and in the afternoon a high school.

Mr. M. Ruthnaswamy characterised the scheme as indefensible, and vicious, because it sought to do two things, which could not be combined namely, general education and technical education. Secondary education should be for all kinds of pupils and the education given should be such as to give every boy the mental and the moral training that would make him a good citizen. The present proposal would not give a good general education necessary for pupils of that age who formed the vast majority. Secondly the technical education proposed to be given would not be sufficien. for enabling the pupils to earn a living. Thirdly, Engineering and other courses could not be organised without great cost and consequently schools would be able to organise only cheap courses such as the Secretarial Course. If people wanted technical schools pupils should be diverted to such schools even from an earlier age.

Sri R. Rama Iyer was of the view that there was a real danger of the technical courses proving ineffective. Very few

of the schools could have adequipment and proper staff. It was likely to prove a costly experiment. Further at the end of the IV Form the general standard was too inadequate for pupils taking the vocational education.

Mr. R. Surnarayana Rao, M.L.C., said that the least that a boy should getwas a good secondary general education.

Miss Mathew was in favour of the scheme from the point of view of girls for the following reasons:

1. It was based on the idea of individual differences.
2. do. economic differences
3. for girls it was necessary to have domestic science rather than merely repeating the school career.

Mrs. Kuttimalu Ammal, M.L.A., wanted that spinning and weaving should also be included.

Rev. Boyd stressed the experimental nature of the scheme and wanted that some experiments should be made in a few selected places.

Dr. Kutumbiah said that in other countries there were vocation guidance and psychologists to tell as to who are likely to be fit for a particular vocation and so on. Some sort of machinery must be there to assist the Headmaster. A panel of Psychologists could be formed to help the head-masters in this regard.

Sri M. Satyanarayana said that the aim of most people in getting to schools was to get some job and they did not learn any useful education under the present educational system. A change was therefore necessary. The aim should be to make the pupils learn through some craft. The bifurcated courses was therefore necessary.

Mr. Basheer Ahmed Sayeed said that the main point was the stage at which general education could be considered to end. The general education of the boys up to the IV Form could not be considered sufficient and he considered that bifurcation should commence only after VI Form. He suggested the opening of more polytechnic schools and training boys for 4 or 5 years according to the nature of the course. The present course would only lead to an army of qualified people who would not be able to get any employment unless there was industries to absorb them. Another point was the medium of instruction for these courses. If it was going to be the regional language, there would be complications in the case of those for whom the regional language was not the mother tongue.

Sri Meenakshisundaram Pillai said that he welcomed the new course for the reason that a pupil by understanding the course would become familiar with the vocation learnt. He was in favour of teaching the subjects as optionals, instead of calling them as bifurcated courses. It would not be possible for managements to adopt the course unless the Government provided the cost of equipment.

In winding up the Proceedings, the Hon'ble the Minister remarked that he should clear off some misunderstanding. Time was when people thought that craft was different from education but now general education is not considered the monopoly of any bookish education. Training through craft had a definite value in life. Secondly, education in craft was as much capable of giving mental and moral training as general education. He agreed that instruction should be done in a more efficient manner. He appreciated the suggestion made by Rev. Boyd that the scheme should be tried as an experimental with all sincerety; handled properly, he believed it would be a great success

p.t.o.

There was no doubt difficulties in the way, but they had to overcome them. It was the intention of Government that boys who took up these courses should have preference in the matter of admission in technical colleges. We must create a system of life by which the lowest men could go go the highest appointment by qualifying for the same.

In conclusion the Hon'ble the Minister said that the majority of the members favoured the proposal that the Government should help to start bifurcated course in the next academic year wherever conditions were feasible.

Sd/ T.S. Avanashilingam
CHAIRMAN.

p.t.o.

Office of the D.P.I.,Madras,
Dated the 15th January 1947.

SHIFT SYSTEM - COLLEGES

During the year 1946-47 there was an exceptionally large demand for seats in Colleges, specially in the Science groups, which could not be met in spite of the fact that an extra batch of science students was permitted in consultation with the University authorities. As the demand is likely to be persist in 1947-48 also and as it will not obviously/possible to increase either the number of colleges or the laboratory accommodation now available Government instructed the Directo of Public Instruction to examine the possibility of introducing the shift system in Colleges from the beginning of the next colleg year.

Accordingly the attached circular was issued by the Director of Public Instruction. The same question was also included in the questionnair issued by the Government - vide 1(b) under Collegiate - Questionnaire.

~~Anti~~ Analysing the replies that have been received in connection with the questionnaire on educational re-organization, it is seen that the Principals of the following arts colleges are in favour of the introduction of the shift system:--

1. The Lady Hope Municipal College, Guntur
2. Sarah Tucker College, Palamcottah
3. Government Muslim College for Girls, Madras
4. Government Arts Colleges, Anantapur
5. Government Arts College, Rajahmundry
6. Municipal College, Salem.

The introduction of the shift system in the "Humanities" would present little difficulties but many of the classes can be greatly increased, if not doubled, even without introducing the shift system. In regard to the Science, even now students work in batches in the laboratories, the proportion between the number of students that are admitted and the laboratory accommodation available being in the proportion of 2:1 or 3:1 and practical work is arranged on saturdays also to make provision for all the batches. The introduction of the shift system therefore, while it may enable some more to be admitted may not go so far as to double the strength. The case of each college should be examined individually to ascertain the extent to which the introduction of the shift system would increase the number of seats.

The principals of the Americal College, Madras and the Ramalinga Reddi Municipal College, Ellore agree to the introduction of the shift system in colleges only as a temporary measure to meet the present abnormal demand.

The Principals of the following Arts Colleges are against the introduction of the shift system:-

1. The Loyola College, Madras
2. St. Joseph's College, Trichinopoly
3. Women's Christian College, Madras
4. Maharajah's College, Vizianagaram
5. The Theosophical College, Madanapalli
6. The Madura College, Madura
7. The Christian College, Tambaram
8. The Presidency College, Madras.

The Principal, Christian College, says "The introduction of the shift system is not desirable. Extra-curricular activities would be rendered next to impossible. Residential arrangements would be completely thrown out of gear and most of the finer values of College life would be seriously impaired

Prof. M. Ruthnaswami, Vice-Chancellor of the Annamalai University says - "The shift system is not suited to

p.t.o.

the educational institutions. Like the strike, it is an intrusion of the industrial system into the educational system."

The opinions of the Principals of Professional Colleges are furnished hereunder:-

The Principal, College of Engineering, Cocanada:-

"This College is a new institution started only in July this year. It is accommodated in temporary buildings which are inadequate for its normal work even for its present strength and so there is no room which is unused. So the shift arrangement does not apply to this college ~~whe~~ which is still in the formative stage."

The Principal, College of Engineering, Guindy:-

"In the Engineering Colleges, it can be done only to a limited extent, because the student has to be in the college from 6-30 in the morning to 4 p.m. in the evening with intervals for meals. What is being done in the morning cannot be done in the evening with the same advantage. But in an emergency, it can be done to a limited extent. The limit comes in this way. If subjects can be divided into exact halves, one half to be done in morning and the other half in evening. Two sets can be trained by one set doing in the evening what the other does in the morning. But there are practical difficulties in such exact division and it can be practised only to a limited extent so far as ~~English~~ Engineering education is concerned."

The Director of Agriculture, Chepauk, on the Agricultural College:

"The heavy demand for seats at the Agricultural College has been met by taking the maximum number of students, i.e. 96 at each college. The shift system is being employed for the practical classes in all subjects by which the students are divided into four batches of 24 each, and are taken for practical work in the Fields and laboratories at the rate of two batches at a time. The theory and practical classes occupy the students and staff the whole of the day, i.e. from 7 A.M. - 5 P.M. with a break for lunch from 10-30 to 1 P.M. and all the three years of students have to attend classes for the greater part of the Saturdays X also.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION,
M A D R A S.

C.No.7559-K2/46 Dated 21-9-1946.

In view of the large number of students seeking admission into schools and colleges and particularly into the Science Course of Arts Colleges and the lack of sufficient accommodation (both class-room and laboratory) as used in the Time-tables at present, it has been suggested to the Hon'ble Minister for Education that those difficulties can be overcome by the shift system. It has been remarked that our colleges do not make full use of the accommodation already available.

It is understood that some months back in connection with the Madras University General Inspection Commission, Principals of Colleges in the Madras University area were asked to submit to the University full details of class rooms and laboratories in the College and the use made of them. These details will be helpful in making better use of the facilities already available.

Heads of Government institutions are informed that:

(i) Even in rich countries like England and the United States of America the laboratories work from Monday to Saturday as follows:--

Mondays to Fridays:	9 A.M. to 1 P.M.	
	2 P.M. to 5 P.M.	
	6 P.M. to 9 P.M.	for evening courses
Saturdays:	9 A.M. to 1 P.M.	

(ii) Every room in University College, London (and in many other Colleges) is used according to a well-organised Time-table which is put up on the door of the room. The rooms are used as follows:

First hour, English; Second hour, History, Third hour Geography etc. practically throughout the working hours during the day and evenings.

(iii) In view of the above it would appear very desirable that in a poor country like India we should use up to the maximum possible extent the class room and laboratory accommodation already available.

Heads of Government Institutions are therefore requested to consider the possibility of working out the following suggestions and report on the matter as early as possible and not later than 3rd January 1947.

(A) A time-table of the hours at which each class-room or laboratory room is used at present should first be made and Heads of institutions should see if there are any rooms which are used for ~~less~~ less than 13 hours in the week and whether it is not possible to put them to greater use (e.g. to 16 or more hours during the work) by organising a better time-table.

(B) At present the institutions work from Mondays to Fridays five days in the week for five hours each day, 10 A.M. to 1 P.M. and 2 P.M. to 4 P.M. or altogether 25 hours in the week. If it is true that the Pass B.A. and B.Sc. classes do not work more than 24 hours in the week and that the Honours students work at most 25 hours in the week, then it should be possible to prepare a well organised time-table such that they all work 4 hours a day for six days in the week.

(C) The question may be considered whether it would not be possible for each student of the institution to attend three morning sessions, say from 8 A.M. to 12-15P.M.

12 15 P.M. with a break of 15 minutes at 10 A.M. and three afternoon sessions from 1 P.M. to 5-15 P.M. with a break of 15 minutes at 3 P.M. This would place all students and also staff equally in the same position and make it possibl for each student to go in for games at least three days in the week.

The following skeleton time-table is suggested for the Colleges:-

Junior Intermediate and Senior B.A. or B.Sc.,	Monday, Wednesday, Friday	First 2 hours Optionals Second 2 hours Languages
	Tuesday, Thursday, Saturday,	First 2 hours Languages, Second 2 hours optionals.
Senior Intermediate and	Monday, Wednesday, Friday	First 2 hours Languages Second 2 hours Optionals
Junior B.A. or B.Sc.	Tuesday, Thursday, Saturday	First 2 hours Optionals Second 2 hour Languages.

Sd/ S.R.U. Savoor,
Director of Public Instruction.

To the Principals of all Govt. Colleges (Arts & Professional)
To the Divisional Inspectors of Schools
To the Inspectress of Girls' Schools
Copy to all District Educational Officers
To the Headmasters and Headmistresses of all Govt. High Schools

p.t.o.

QUESTIONNAIRE FOR EDUCATIONAL-ORGANIZATION

COLLEGIATE AND POST-GRADUATE STUDIES

SUMMARY.

1. Syllabus and courses of studies

The syllabi and course of study in vogue in the Universities of the Madras Presidency are not satisfactory. The introduction of a degree course of three years' duration, in the faculties of Arts and Science, the shifting of the emphasis to the regional language, to health and physical education and to the topics that relate to the requirements of the country whether under humanities or under applied sciences may also be considered with a view to consider the lines on which improvements are to be effected.

The shift system may be introduced in colleges with a view to meet the great demand for seats but those associated with colleges and Universities are generally of the opinion that it is not suited to educational institutions. It would make a difference if a student were to attend 3 morning sessions and 3 afternoon sessions(as this would make it possible for him to participate in games and extra-curricular activities on days when he is off in the afternoons). The introduction of bifurcated courses of study in the secondary school stage , the lengthening of the secondary school stage by another, providing for a proper selection of student who apply for admission to the University and the reduction of the degree course by one year are suggested with a view to meet the present problem. India is perhaps the most backward of all the principal nations of the world in University education calculated on the basis of the number of University students with reference to the total population, but it cannot be gain-said that the proportion of the student in Universityes as compared with the school-going population is relatively high. The growth and development of Universities should therefore be in proportion to the expansion in the lower stages and conditional on a sound selective process in the higher stages.

Adequate provision does not exist in the Madras University for the different branches of learning and the results achieved so far are in no way gratifying. Research should not be left to the New Universities alone; colleges teaching honours courses should also take it up. At present research does not lead one anywhere and if scholars are to be encouraged to take to research, it should be made worth ~~while~~ while.

The reduction of the number of students taught in each class, the provision of approved halls of residence and of hostels and the starting of residential Universities would all bring about a closer contact between the lecturers and the students. To this end, it is also necessary to fix the maximum strength of colleges with reference to the accommodation available in the class rooms, the extent of the playgrounds and Amenities for physical exercises and games and the number of Departments of study and the variety of subjects offered in the institutions concerned. The appointment of a Vice-Principal with little teaching work (a Lay Secretary ~~ex~~ or a Bursar will greatly help in the administration of a big college (this may not however bring together the staff and the students and a more effective way of promoting contacts and general discipline would be to devolve on the Heads of departments considerable powers of supervision over the students in their own special subjects. This would bring almost all the important members of the staff in direct contact with the pupils).

It is possible to correlate collegiate education with local industries. It should include such subjects like ~~phy~~ psychology, economics and commercial subjects, besides Science subjects.

P.t.o.

2. Medium of instruction in colleges:

The regional language should be made the medium of instruction in colleges, but the change-over from English should not be made immediately but only after the formation of linguistic universities, the publication of standard text-books in each of the subjects in the regional languages and after the public is assured that the students taught in the regional language will not suffer in any way in their ~~fugu~~ future prospects.

3. Professional Colleges:

Provision should be made on the basis of one doctor for every 2000 of the population. There would be need for 2,500 more Engineers in the next 10 years. The existing provision i the Engineering and Medical Colleges is not sufficient to produce the requisite number of candidates for the two profession If Government plans of development and industrial progress are realised the candidates turned out by the existing polytechnic and engineering colleges could be provided with suitable employment. It is of course a waste to employ graduates in Engineering as Supervisors but the expansion of industry contemplated in the post-war world would enable a large number of these graduates to be suitably provided for.

Training in the professional (technological and engineering) colleges should be correlated with the various industries and the Sandwich system as it obtains in England or the co-operative system as it obtains in the United States of America could be tried. The starting of colleges specialising in Agriculture, Dairy-farming etc., is desirable (but these may await the results of the craft-centred Basic Schools and the vocational secondary schools in rural areas). Agricultural Departments for example, can be built round rice and ground-nut industries in the South Arcot District and a Textile Department may be started near Tirupur or Singanallur.

There is no need for any change in the duration or syllabu of the B.T. or the M.Ed. course but it is perhaps desirable to include the ~~principals~~ principles of Basic Education also within the scope of the syllabus. Training Colleges should be started in each ~~college~~ language area considering that literacy and education are to be made universal. The sanction of stipends and the providing of better pay and prospects are the only means of improving the number and quality of the students seeking admission in Training colleges. Experienced and efficient teachers, preferably with one or two holding the M.Ed. degree or trained in foreign Universities should ~~also~~ alone be appointed on the staff of the colleges.

No system of selection of students for admission to ges is infallible. Marks gained in the qualifying Examination must always remain the chief criterion by which the admitting authorities must be guided. Physique and personality, aptitudes and hereditary occupations, community and merit should all be taken into account in selecting candidates.

QUESTIONNAIRE FOR EDUCATIONAL RE-ORGANIZATION.

ORIENTAL INSTITUTIONS:

The following measures are necessary to improve the conditions of schools for Oriental learning:

(1) The pay and status of the staff in oriental institutions should correspond to those obtaining in institutions for general education.

(2) The Pandits employed in these institutions should also be trained teachers but for the benefit of those aged 40 and above and now in employment a comprehensive scheme of refresher courses may be organised for each language area.

(3) A large number of stipends and scholarships should be sanctioned for oriental institutions in view of the fact that these institutions are not now attracting as much of talent as is available in other institutions due to the poor prospects open to these scholars.

(4) Suitably graded text-books for the various classes, on modern lines, should be published in the various ~~lan-classes~~ languages.

(5) The curriculum for the advanced course may include by the side of Sanskrit and the regional language, general subjects that are taught in the secondary schools such as Arithmetic, English, History, Geography, Elementary Science and Civics.

The work of Adult Education in oriental culture may be taken up by such means as the delivering of periodical lectures, Bhajans and Kalakshepams and also through the establishment of night schools and adult education centres in which the senior students of oriental institutions may be made to take part besides the lecturers thereof. The oriental institutions and the authorities of temples with surplus funds may be induced to take up this matter.

Almost all the pandits that pass out of oriental colleges are absorbed in recognised secondary, special and middle schools.

SCHOOLS FOR THE BLIND, DEAF AND DUMB.

There are no statistics available [illegible]e number of physically and mentally handicapped children in the Presidency, but all the same it can be safely said that little has been done so far in this country to meet the specific requirements of children in this category. The State should therefore take up the education of handicapped children as a necessary part of the general scheme, though it will no doubt at all times encourage and welcome voluntary assistance. Most of the teachers employed in the institutions for defective children are not specially trained for the purpose but the heads of schools consider them generally suitable. The establishment of an institution for the training of such teachers is highly desirable (and an organisation should be set up at the Head Office to formulate, guide and direct the activities through Training Colleges and research sections).

BOARDING HOMES AND ORPHANAGES:

Orphan destitutes are not at present properly taken care of and only a small number of them find their way in orphanages. These are mostly denominational.

The State should accept full responsibility in this matter but should work in close co-operation with any voluntary agencies which already exist or which may come into

into existence later and should be prepared to give very liberal grants to all such agencies (on a scale corresponding to those sanctioned for European Orphanages). As there may not be enough voluntary agencies to meet the full requirements the State should start its own orphanages wherever necessary on a non-denominational basis.

Examination Boards: The present constitution and working of the T.S.L.C. Board and the Board of Secondary Education are on the whole satisfactory.

YOUTH MOVEMENTS:

A proper youth movement should aim at imparting health, happiness and all-round efficiency to its members. Itis a necessity for every one at every stage of life. It is by no ~~means~~ means limited only to the school-going population. It should continue to keep in touch with the young people after they have left school and to see that they are provided with healthy amusement and to give them unobtrusive guidance, ~~pro-vided~~ through a number of problems and pitfalls to which they are only rarely exposed while still of school age. The three youth movements now existing in the Presidency, viz., the Hindustan Scout, the Boys' Scouts Association and the Bratacha movement should all be combined into a single movement and brought under one organization and one banner. The Boy Scout Girl Guide and similar movements, Junior Red Cross Groups, Debating and Dramatics, co-operative societies, rural uplift societies, tours and excursions, in addition to games and hobbies are some of the extra curricular activities that could be employed for developing the social service notions of boys and for inculcating in them a sense of self-reliance and responsibility and a spirit of service.

Sir C.R. Reddy, Kt., Vice-Chancellor, Andhra University, Waltair, Dated 20th June 1946.

My Dear Avinashilingam,

Sub: Regarding more admissions
Ref: Your letter dated 17th June 1946.

You forge in the Government College, Rajahmundry, they have a maximum fixed for admission, namely 350, by the Director of Public Instruction. So, it having been inelastic all these years, could be elastic now. The affiliated colleges have been carrying on an enormous burden with numbers going up steadily and rapidly every year. Batches have been common here for years. ~~The An~~ So the Andhra situation is different. For instance, the A.R. College, Cocanada, which is also a First Grade College, has a total strength of 1,400. More numbers in such colleges are found to mean at least inefficiency, if not disorganisation. A right thing appears to me to be the opening of more colleges by Government, especially as you see to think that they could live on fee income and be self-supporting.

Educationists would prefer to have an upper limit or minimum limit fixed in every college. Such has been the practice in the Government Arts College till now. Then only, would a stable organisation be possible, and without some stability, you cannot have efficiency at its full. If every year the flood gates are opened and increased streams enter, there is a general commotion in all the connected waters; it will mean improvisation, a number of changes which cannot be operated immediately, time to get settlement etc. and to that extent waste.

It is not that I lack sentiment. To you who come from the great business centre, Coimbatore, there is no need to say that ~~ees~~ business also should be there.

With kind regards,

Yours Sincerely,

Sd/ C.R. REDDI.

To

The Hon'ble Mr. T.S. Avinashilingam Chettiar,
Minister for Education,
Fort St. George, M a d r a s.

SYNDICATE MEETING 19th JUNE ~~1946~~ 1946.

Considered letter dated 10th June 1946 from the Education Minister, Madras, to the Vice-Chancellor suggesting increasing admissions by working increased batches in laboratories.

Considered also the reply of the Vice-Chancellor dated the 13th June 1946.

RESOLVED that the Vice-Chancellor's reply be generaly approved.

RESOLVED further as follows:-

The Syndicate will be prepared to grant the necessary permission for increasing admissions in the branches that have already been sanctioned, on application from the Managements concerned, provided that the additional batches to be admitted will be able to have laboratory practice required with the present equipment, but with increased staff, contingencies and current expenditure. On this principle, Colleges may be organised in the mornings from about 7 or 8 A.M. and on Saturdays.

The Syndicate may, as a special case, consider sanctioning increased admissions in the subjects already approved, which require additional apparatus and equipment, provided the Managements guarantee that such additional apparatus and equipme

D.V.O.

would be forthcoming before 1st September 1946; but in such cases the necessary staff shall be appointed forthwith.

In order to satisfy itself, that the conditions and undertakings, on which its permission for increased admissions has been given, have been duly fulfilled, the Syndicate will appoint about 1st October Commissioners to inspect and report on the adequacy of the arrangements made in respect of such increased admissions and the general efficiency of such classes.

Managements applying for increased admissions shall pay the fee prescribed under the Statutes and shall also undertake to bear the T.A. of the Commissioners at rates admissible to members of the University authorities, viz., single second class fare to and fro and a distance allowance of Rs.5 per 100 miles or part of 100 miles in excess of the first 100 miles.

In granting the permission, the syndicate wants to make it clear that the permission is granted conditionally and that it will appoint commissioners to inspect and report in order to satisfy itself, on the manner in and the extent to which the Managements have carried out the stipulations.

The permission given will apply only for 1946-47 and its renewal will depend on how the undertakings have bee carried out.

The latest date for the receipt of such applications is the 5th July 1946.

E & P.H. Department

The letter from the Vice Chancellor, Andhra University with its enclosure on pp.1-6 ante may be perused. It is presumed that H.M. (Edn.) has sent a reply to the Vice Chancellor In that case no further action seems necessary

M.V.S.
10-11-46.

T.S.A. H.M.(Edn.)
11-11-46

(True copy)

S. Jagannadhan
Office Assistant,
Madras Record Office

24/6/52